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New Haven Elementary
Attendance Policy

Commitment
School attendance is a responsibility that is shared by the student, parent/guardian, and the school. Our attendance policy is implemented to:

❖ Encourage school attendance therefore promoting learning.
❖ Promote efficient use of classroom time by student and school staff.
❖ Develop student’s sense of responsibility for school attendance and academic growth.
❖ Define student, school, and parent/guardian responsibility for attendance.
❖ Promote a working relationship between school and home in order to establish positive attendance routines that eliminate achievement, learning, and opportunity gaps.

Policy Support:
In a school year, a student CAN:

● Have 10 EXCUSED absences or tardies with a note from their parent/guardian. (For an absence to be considered “excused”, the student must bring the written note within 3 days of returning to school). Written notes and/or emailed notes are acceptable.

● EACH DAY your child is absent counts as ONE absence. For example: If Johnny missed Monday, Tuesday, AND Wednesday, he would have 3 absences.

● Once a student has 10 parent/guardian notes used they are required to have a valid doctor’s note in order for further events to be considered excused. Doctor’s notes will be considered excused for the date of the office visit or unless other days are designated on the doctor’s notes. The original note must be brought to the school by either the student or the parent. We will not accept photocopies.

● Any event (Tardy or Absent) that does NOT have a note within 3 days of the event will be coded as UNEXCUSED.

● A “tardy” is defined as any absence from school or a scheduled class period for 59 minutes or less. A tardy can be late to school or being released from school before the end of the instructional day.

● An “absence” is any time/day greater than 59 minutes.

● Any student that exceeds 10 days of excused events and does not obtain a valid doctor’s note for additional absences will have the absences recorded as unexcused.
- Attendance letters will automatically be generated and sent home for all 3, 4, and 6 unexcused events.

- Any student with more than six (6) unexcused events may have a truancy team member conduct a home visit, and/or charges may be filed against the parent/guardian by the district truancy team.

- School attendance not only consists of the student being present, but the student being on time. When a student is tardy to school or class, he/she is missing valuable instruction. Tardiness creates a disruption to the educational process for the tardy student, teachers, and classmates.

- Parents / guardians do have access to student attendance records through Infinite Campus Parent Portal. *(In person registration is required to initially have access)*

- Habitual absences / tardiness may require disciplinary actions, such as detention or Saturday school to make up missed instructional content, which will be determined by the school administrators.

- Any student who misses more than 10% of the school year *(17 or more days)* whether they are excused and/or unexcused will be considered **chronically absent** as defined by the state.

The following are examples. *There may be additional tardy/absence reasons not listed below.*

<table>
<thead>
<tr>
<th>Reason</th>
<th>Attendance Code</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overslept (signed into school at 9:30 am)</td>
<td>Tardy</td>
<td>Parent note - excused (counts as 1 of 10)</td>
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| Dentist appointment (picked up at school at 3:00 pm) | Tardy           | Dr. Note – excused  
OR Parent note (counts as 1 of 10) |
| Flu – (misses 4 days)        | Absent          | Dr. Note – excused for amount of days noted. 
OR Parent note (counts as 4 of 10) |
| Fever                       | Absent          | Parent note (counts as 1 of 10)                |
| Traffic (signed into school at 9:00 am) | Tardy           | No note given to school = Unexcused            |
| Missed bus                  | Absent          | Parent note= excused (counts as 1 of 10) OR 
No note= unexcused           |

**Policy Evaluation**

We will evaluate the effectiveness of this policy through the school improvement process.

Date Adopted: __11/28/2018____________
Date Reviewed or Revised: ____MG________ Council Chairperson’s Initials

KRS 159.010/ 159.150
New Haven Elementary
Audience of Citizens Policy

The School Council shall include an audience of citizen line item in each agenda for open session meetings. The Council shall permit anyone in attendance to speak providing they read, acknowledge, and sign the Open Meeting Rules.

The following restrictions will be placed by Council on speakers at each meeting:

- Persons wishing to speak must have a direct relationship to New Haven Elementary (ie: parent, guardian, faculty, staff, or school board members)
- Speaking times will be limited to 5 minutes per person pertaining to agenda items. (secretary will maintain time limits)
- Council will not allow subject matter to deviate from pertinent Council issues – specifically curriculum, budget, and allocation issues.

Date Adopted: _1/28/2015____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____
Thank you so much for attending our Council meeting. Please be aware that certain rules do exist for Council meetings. We require that you read the following rules and sign the acknowledgment below. The Secretary of the Council, Caroline Gould, will collect your signature and can answer any questions you may have.

If you wish to speak publicly at Council you are welcome to do so. The Audience of Citizens is an agenda item at each meeting and the Secretary will acknowledge you at that time.

The Council meets to discuss curriculum issues, budget issues, and the allocation of staff/faculty positions in the building. The Council DOES NOT discuss individuals in any manner. Issues pertaining to an individual in the school should be addressed with the Principal directly. The school office should be called during school hours to set up an appointment.

The Council may limit your speaking time to no longer than 5 minutes based upon the number of citizens and/or subject matters to be addressed pertaining to the agenda of date.

Please keep in mind that, at times, subjects may need to be tabled until further details may be gathered. It is helpful, but not mandatory, to call the Secretary of the Council, Caroline Gould at 859-384-5325, at least 48 hours prior to your attendance and list the subject matter you wish to speak about.

Finally, please keep in mind that there are times a Council must enter Closed Session. During Closed Session, the Council will meet privately and/or remove themselves from the general meeting area. You will be invited to remain until the completion of Closed Business.

I have read and acknowledge the Open Meeting Rules for the SBDM Council at New Haven Elementary. I agree to abide by the rules set forth and understand that failure to do so will result in my removal from the meeting.

Printed Name __________________________ Signature __________________________

Date __________

Relationship to New Haven Elementary:

_____ Parent of ________________
_____ Grandparent of ________________
_____ Faculty / Staff
_____ Other: Please specify: _____________________
New Haven Elementary  
Budget and Spending Policy

SPENDING CATEGORIES AND MUNIS ACCOUNTING

Whenever possible in budgets and financial reports, we will use spending categories that will make sense to most stakeholders in our school, even if those categories are not part of the state and district accounting system known as “MUNIS.”

DRAFTS, REVISIONS AND APPROVAL

JANUARY-FEBRUARY

The Budget Committee will ESTIMATE EXPENSES (using spending categories that will make sense to most stakeholders) for the coming year that are needed to:

1. Implement our School Improvement Plan fully, including staffing, materials, professional development, and other needs.
2. Maintain other programs at the current level of quality including staffing, materials, professional development, and other needs.

The District will provide information regarding:

1. Our allocation for certified and classified staff.
2. Our allocation for instructional materials.
3. Any additional allocations that we have reason to believe are likely to continue.

MARCH

The Budget Committee will develop a proposed draft budget to recommend to council that:

1. Lists dollar amounts.
2. Addresses the expenses for fully implementing our School Improvement Plan and maintaining other programs at their current level.
3. Describes which sources will be used to cover each expense.
4. Identifies any further expenses and needs that cannot be covered within currently expected funding or are not being met by the current budget.
5. The draft budget will be circulated for input to the school staff.

MARCH - APRIL

The council will:
1. Review the draft budget either in a regular or a special meeting.

2. Identify areas that may need adjustment to further reflect school priorities, new spending information, stakeholder input on the impact of the proposed plan, or other relevant information.

3. Set a timetable for adopting a revised budget that is compatible with any district timetable.

**IMPLEMENTATION and MONITORING**

**EVERY MONTH**

The principal (or principal designee) will:

1. Ensure that all spending records required by the state and district are maintained.

2. Submit a budget report to the council in regards to all SBDM and activity accounts, spending, and balances.

**JANUARY**

The principal, financial secretary, (or principal designee) will:

1. Notify each individual and group designated to select items for purchase of the amount they were authorized to spend, the amount spent so far, their outstanding purchase orders, and the amount remaining available in each category.

2. Ask each individual and group to check those figures and report anything that may need adjustment and report whether they will need the full remaining amount to address the needs in question.

3. From these responses, identify any amounts that will not be needed as budgeted and make recommendations to the council for budget adjustments to maximize the use of those funds.

**APRIL**

The principal, financial secretary, (or principal designee) will repeat numbers 1-3 above.

**OTHER BUDGET DECISIONS AND PROCEDURES**

**PROFESSIONAL DEVELOPMENT**

Our school’s plans for professional development (PD) will be in alignment with state and national professional development standards.

**Organization and Budget Considerations**

1. PD will be planned and carried out to meet the identified learning needs of:
   - The school as identified in the School Improvement Plan.
   - Individuals as identified in professional growth plans.

2. Each year’s updated Improvement Plan will be approved by the council and include components with PD activities for three of the four PD days in the district calendar and other appropriate learning
The following procedures will be used to determine the number of employees to be hired:

3. Where needed to achieve the Improvement Plan goals, the components may also propose use of the flexible PD time option to replace some or all of those three days. This proposal must be submitted by the council for Board of Education approval.

4. Any PD funds not needed to implement the Improvement Plan will be used with advance approval, which must be obtained before the professional development activities take place. These activities may include:
   - Flexible professional development time needed to implement a staff member’s individual growth plan which must have principal approval, or
   - Other professional development that supports the Improvement Plan, which must have either council or principal approval.

In the event of conflicting approvals, priority will be given to individual growth plan needs approved by the principal.

5. For needs identified in the Improvement Plan, the person listed in the Improvement Plan as responsible will make all the needed arrangements for the activity to take place and will complete purchase orders for any required expenditures.

6. For needs identified in an individual professional growth plan, the individual identified in the growth plan will make any necessary arrangements and will complete any required purchase orders for expenditures.

7. The principal (or principal designee) will check that each purchase order fits the funds available, respects any existing contracts or bid lists, and fits any other criteria established by the council. If those requirements are met, he or she (or a designee) will complete the purchase and no further council approval will be needed.

**Evaluation of PD Activities**

1. Any activity using PD funds will be evaluated by those participating immediately following the activity, or in the case of ongoing activities, at the end of the year. Evaluations will be designed to indicate the following:
   - What the participant now knows or is able to do as a result of that particular PD activity, and
   - The quality and effectiveness of the activity.

2. The principal (or principal designee) will report to the council on the results of all PD evaluations at least once a year to help inform future planning of PD activities.

**NUMBER OF EMPLOYEES**

All procedures involved in the determination of the number of employees to be hired will avoid any discussion or action intended to cause any individual staff member to be transferred or dismissed.

The following procedures will be used to determine the number of employees to be hired:

**MARCH and APRIL**

1. The superintendent will notify the council by March 1st of its allocation for the next school year, including staff funding.

2. By the middle of March, the SBDM committee chairs will have completed a review of the School Improvement Plan and other indicators of student needs, and developed a tentative plan for how many staff members the school will have in each subject and level and how many in each other type of position, taking into account an effective student/teacher ratio for meeting the needs of all students.
3. Before the end of March, the SBDM Committee Chairs will obtain input from the school community on that tentative plan, make any needed revisions, and submit the revised plan to the council for official action.

4. The council will make a final decision and notify the superintendent of its choices by the district set deadline.

5. The council will not make changes after April 30th that would affect positions for which employees are already under contract.

**STUDENT SUPPORT SERVICES**

Student support service choices will be made by updating the School Improvement Plan and adopting a budget that reflects that Plan each year. The council will also consider recommendations made by any concerned party for additional services.

Extended School Services (ESS) funds will be used to support students who:

1. Are at risk of being retained in a class or grade, or of failing to graduate on time.
2. Have continuing difficulty performing successfully in the instructional program appropriate to their age.
3. Have continuing difficulty sustaining their present level of performance.

**TEXTBOOK SELECTION**

Each year, the council will appoint an ad-hoc committee for the subjects under adoption that year. The committee will include stakeholders responsible for that subject. They will take the following steps:

1. Review our School Improvement Plan, curriculum, and the KCAS.
2. Develop criteria for textbooks and related items that will help the school move students to proficiency.
3. Review each textbook and related materials and identify the textbooks and related materials that will best meet their criteria as well as any other criteria established by the council.
4. Respect all regulatory requirements governing textbook funds.
5. Determine quantities of each item to be ordered within the school’s textbook budget and fill out the paperwork needed to order those quantities.
6. Report to the council on its choices for council approval.
7. The principal (or principal designee) will check that each purchase order fits the funds available, respects any existing contracts or bid lists, and fits any other criteria established by the council. If those requirements are met, he or she (or a designee) will complete the purchase and no further council approval will be needed.

**INSTRUCTIONAL MATERIALS**

**FEBRUARY-MARCH**

The Budget Committee will review our School Improvement Plan and other indicators of student needs and develop a tentative plan for spending on instructional materials. This spending plan will consider
an estimate of funds available from all sources, designate who will be responsible for the choices, and include amounts for:

- Specific items to implement the School Improvement Plan.
- Shared supplies.
- The library.
- The computer laboratory.
- Distinctive needs of each teaching team.
- Distinctive needs of each teacher not assigned to a team.
- The Principal's discretionary fund.
- Any other category of items the committee believes is needed.

**MARCH and APRIL**

1. The superintendent will notify the council by March 1st of its allocation for the next school year, including instructional materials.

2. Before the end of March, the Budget Committee will revise its spending plan further in light of input received and present the further revised estimates to the council for official action.

3. By the middle of April, the council will approve a final spending plan organized by categories of spending and submit to district office.

**SPENDING**

1. All groups or individuals designated in the approved council-spending plan will select items for purchase and fill out purchase orders for those items.

2. The principal (or principal designee) will check that each purchase order fits the funds available, respects any existing contracts or bid lists, and fits any other criteria established by the council. If those requirements are met, he or she (or a designee) will complete the purchase and no further council approval will be needed.

**BUDGET CHANGES**

Individuals or groups who identify spending needs that are not addressed in the current budget will submit a written explanation of the need and the amount to both the council and the Budget Committee.

The principal will inform the council and the Budget Committee promptly of:

1. Any change in the council’s General Fund allocations received on March 1st.

2. Any Section 7 funds to be allocated based on council requests and board action and any allocation of Section 7 funds to the school based on ADA.
3. Any change in the school’s professional development allocation.

4. Any decision regarding categorical funding for the school.

5. Any change in actual or expected activity fund resources.

6. The council will consider amending the budget to respond to funding changes on the financial impact and reviewing how the change would affect the success of our School Improvement Plan.

**POLICY EVALUATION**

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: _5/24/2011____
Date Reviewed or Revised: _5/2015____ Council Chair-person's Initials _MG____
Date Reviewed or Revised: ______ Council Chairperson's Initials ______
New Haven Elementary
Classroom Observation Policy

COMMITMENT

The school council shall have the responsibility to set school policy consistent with district board policy which shall provide an environment to enhance students’ achievement and help the school meet the goals established by KRS 158.645 and KRS 158.6451.

POLICY SUPPORT

- An individual wishing to observe in the classroom shall make arrangements at least twenty-four (24) hours in advance through the Principal or designee.

- For classroom visits, the date, time and purpose will be approved or disapproved by the Principal or designee, and if approved, will be coordinated with the classroom teacher by the Principal or designee.

- The class observation shall be limited to one class period, not to exceed 10 minutes unless the visitor is a parent of a child in the classroom, then it shall not exceed 30 minutes.

- The visitor shall not interrupt the classroom setting, therefore, the time of the visit will be determined by the Principal or designee.

- During the school year, an individual shall be limited to two (2) classroom observations. Individuals may be requested to complete a school-developed questionnaire pertaining to the observation and sign a notice of non-disclosure/confidentiality.

- Individual cases concerning classroom observations may be taken under consideration by the Principal or designee after consultation with the teacher.

- The Principal or designee shall have the latitude to deviate from the above guidelines to allow more frequent visits or to restrict or deny visits at any time she/he perceives the change to be in the best interest of the children, parent, or teacher.

- All students’ parents in the room must have signed the Parent Consent Records Release Form for the classroom observation to take place. If any parent of a student does not grant permission for observation of their child other than personnel hired by the Boone County Board of Education, the student will not be removed from instruction and the observer will be scheduled to observe the classroom when this student is not in the classroom.

- If the student is in the classroom with other students during the entire school day, the observer will be granted a walk through and may observe through the window of the door and meet with the teachers who will provide details on the classroom curriculum and the daily routines of the classroom.

REPORTING FOR APPROVED OBSERVATIONS
• As stated previously, all visitors must sign in/out at the office prior to the agreed upon observation time.
• A visitor’s badge will be issued and directions given to the location of the student’s classroom.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: __8/25/2009___

Date Reviewed or Revised: _____ Council Chairperson’s Initials _____
New Haven Elementary
Committees Policy

NAMES AND JURISDICTION OF STANDING COMMITTEES

There will be five SBDM standing committees with the following names and jurisdiction:

**Planning and PD Committee**

- Review and revise the SBDM policies on Improvement Planning, Equity and Diversity, and Technology Use. Draft revisions for council approval.
- Involving as many stakeholder ideas and opinions as possible, coordinate school needs assessments including necessary surveys and other data collection.
- Coordinate the development and implementation of the School Improvement Plan including working with component teams and overseeing the development and implementation of the Professional Development Plan.
- Recommend plans for the best use of technology based on needs assessments.
- Ensure that the council is kept informed through Implementation and Impact Checks on the Plan.
- Additional roles as assigned by the council.

**Budget Committee**

- Review and revise the SBDM policies on Budget and Spending and Program Appraisal. Draft revisions for council approval.
- Develop, recommend, and monitor the annual budget and allocation of resources according to identified needs of the school.
- Recommend budget adjustments.
- Ensure that the council is kept informed with monthly budget reports.
- Additional roles as assigned by the council.

**Assessment Committee**

- Review and revise the SBDM policies on Enhancing Student Achievement, Classroom Assessment, and Protection of Instructional Time. Draft revisions for council approval.
- Organize the CATS data analysis every August including reports to the Council.
- Recommend school priority needs based on test analysis data.
- Develop the CATS prep and reward plan each year.
- Additional roles as assigned by the council.

**School Culture & Resources Committee**

- Review and revise the SBDM policies on School Space Use, Staff Time Assignment, Discipline, Classroom Management and Safety Plan, Extracurricular Programs, Parental Involvement (Title I Schools), and Wellness (Primary to Grade 5). Draft revisions for council approval.
- Recommend discipline, classroom management, and safety changes based on annual needs assessments and data gathering.
- Recommend extra curricular program changes and ideas.
- Recommend use of school space ideas.
Recommend parental involvement activities and strategies.
Additional roles as assigned by the council

Curriculum & Instruction Committee

- Analyze curriculum alignment with the Core Content and recommend changes.
- Research and recommend instructional best practice ideas and innovations.
- Develop master schedule plan ideas to recommend to the principal.
- Recommend assignment of student procedures.
- Additional roles as assigned by the council

STANDING COMMITTEE COMPOSITION AND MEMBERSHIP SELECTION

All members of the faculty will serve on at least one standing committee. Each standing committee will have grade level (or department) representation and include at least 1 member. Committees will also make every effort to include at least one parent and to provide reasonable representation of the ethnic diversity of our community.

Beginning in March, the following steps will be taken to recruit members for next year’s committees:

MARCH

1. The principal (or principal’s designee) will invite all parents in writing to sign up for committees via a newsletter (or attachment to report card, letter home to parents, etc.).
2. Current committee chairs (or their designees) will describe their committees’ work at a meeting of certified and classified staff called by the principal.
3. Council and committee members will individually and actively seek out parents and other interested community members who are representative of the diversity of our community and encourage their active participation on school council committees.

MAY

4. The principal will place committee sign-up sheets in a designated place that is convenient to staff and parents. These signup sheets will include a brief description of each committee’s jurisdiction as outlined in the first section of this policy.
5. The principal will appoint committee members using the sign-up sheets as a basis. The principal may need to assign some people to committees that are not their first choice to give each committee adequate and balanced membership.
6. The principal will notify committee members of their appointments.

AUGUST

7. The principal (or principal’s designee) will provide an additional, well-publicized opportunity to sign up for committees for both new staff and all parents.
8. As soon as possible following the August council meeting, the principal will call a faculty meeting for the purpose of letting all committees hold their first meeting. At that meeting all committees will:
   - Elect a chair. They will also elect or appoint a recorder who will take minutes for this first meeting and all subsequent meetings and a vice-chair who will take over in the absence
of the chair.

- Receive information from the principal about the council timeline for regular committee reports.
- Set up a meeting schedule for the rest of the year.
- Read and discuss this policy and ask the Chair of the council any questions regarding their role and duties.
- If necessary, discuss the active recruitment of parents and community members to serve on their committee.
- Discuss ongoing and any new charges from the council and develop a plan of action that includes a timeline.

**AD HOC COMMITTEES**

As needed, the council may also approve ad hoc committees for the following tasks:

1. Analyze needs assessment for the School Improvement Plan.
2. Draft components for and guide the implementation of the Plan.
3. Select textbooks and materials for specific subjects.
4. Participate in work to fill specific staff vacancies.
5. Address other needs as identified by the council.

For these ad hoc committees, the council will identify the specific topic to be addressed in a written charge.

The principal will invite persons to serve on the ad hoc committee and will also designate a committee member to convene the committee for its first meeting.

Ad hoc committees automatically dissolve at the completion of the assigned task.

**OPERATING RULES FOR ALL COMMITTEES**

All committees established by the SBDM council are public agencies subject to Kentucky’s Open Meetings Law. To comply with that law, each committee will:

1. Establish a regular meeting schedule at its first meeting of each school year and make that schedule available to the public by posting it in a place convenient to the public.

2. Hold meetings that are not on the regular schedule only after following these special meeting procedures:
   a. The committee chair or a majority of members decide the date, time, place, and agenda.
   b. Those who make the decision to have the meeting put the date, time, place, and agenda in a written notice, which they will post in a place convenient to the public at least 24 hours before the meeting.
   c. Notice of a special meeting will be delivered personally by phone, faxed, emailed, or sent by US mail to all members of the committee early enough so that they will receive it 24 hours before the meeting.

3. If any media organization has asked for notice of special meetings, those calling the meeting will hand-deliver, fax, or send by US mail copies of the written notice to the agency requesting the notice so that they will receive it 24 hours before the meeting. Take minutes of the actions and decisions made by the committee at every meeting.
4. Review the minutes of each meeting at the next meeting and, after making any needed corrections, approve those minutes.

5. Make committee minutes for each meeting available to the council and to any interested party after final approval.

6. Ensure that the principal receives an official copy to be kept with school records as required by Kentucky’s Archive rules.

**POLICY EVALUATION**

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: _5/24/2011____

Date Reviewed or Revised: _____ Council Chairperson’s Initials _____

Date Reviewed or Revised: _____ Council Chairperson’s Initials _____
New Haven Elementary
Consultation Policy

INTERVIEW COMMITTEE

For each vacancy that occurs at our school (*except principal), an ad hoc interview committee will be appointed of no more than seven people and no fewer than three people. An attempt will be made to construct this committee’s membership of the principal or designee, at least one parent, and at least one certified staff member who will work directly with the person to be hired. Council members other than the principal or designee may or may not be on the committee. The principal (or designee) will chair the Interview Committee.

* See the Principal Selection Policy for procedures for this vacancy.

INTERVIEWS

The principal will adhere to all district board policy, teacher contract guidelines, and district human resource requirements when selecting candidates for the interview process. Once selections have been made the secretary will set up interview times. The following procedures will be followed during scheduled interviews:

1. Each interview will occur in a CLOSED SESSION of the Interview Committee.

2. All the standardized questions will be asked of each candidate in the same order. A scoring rubric will correspond with the questions. A writing portion may be used as part of the interview process, and will be completed by all candidates for the posted position.

3. Following the standardized questions, specialized questions (if any) and follow-up questions (if any) will be asked.

4. Committee members will briefly discuss the merits of each candidate following the interview.

5. The principal or designee will score the rubric after discussion with the committee members.

CONSULTATION WITH THE COUNCIL

Within one (1) week after all interviews are complete, the Interview Committee will meet in CLOSED SESSION to discuss how well each applicant meets the criteria, offer comments on the contributions each could make, and provide any additional input requested by the principal. However, if agreed upon by the committee after the last interview is held, the committee may go ahead and give final input at that time. In summer months when a quorum may not be possible due to vacations, schedules, etc. the consultation may include a minimum of one parent and/or one teacher SBDM member. If after making several attempts to reach SBDM members for consultation, the principal has consent to make the recommendation to the superintendent for hiring based on the interview committee’s recommendation.

SELECTION OF THE PERSON TO BE HIRED

After considering the input from all the closed session meetings, the principal will make the final selection of
the person he or she believes will contribute most to the success of the school's students and notify the superintendent and council of his or her choice. The decision made by the principal is binding on the superintendent who will complete the hiring process.

**EXTRA-DUTY ASSIGNMENTS AND POSITIONS**

Extra-duty assignments and positions include paid or unpaid duties beyond the instructional day or beyond the contract days of a teacher. When only persons currently working at our school will be considered, the principal will make the assignment following our policy on Instructional and Non-Instructional Staff Time Assignment. When persons currently not working at our school will be considered, this policy on consultation will be followed by the principal, the council, and the ad hoc Interview Committee appointed.

**POLICY EVALUATION**

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: _5/23/12____

Date Reviewed or Revised: _2/25/15____ Council Chairperson's Initials __ __

Date Reviewed or Revised: ______ Council Chairperson’s Initials ______
New Haven Elementary
Curriculum Policy

CURRICULUM GUIDELINES
Our current curriculum, as well as any future changes, will:

1. Be aligned with the Kentucky Academic Standards and designed to help all students master that Core Content.

2. Implement the Program of Studies, NGSS, or a council-approved modification of those programs. (ie: technology, SEL, World Language, Arts)

3. Provide equitable access to Kentucky Academic Standards for all students.

4. Provide links to continuing education, life, and career options.

5. Reflect the methods and strategies adopted in our School Improvement Plan.

6. Be available to all stakeholders. (ie: open house/curriculum nights, website, etc.)

TEACHER ROLE
All teachers will:

1. Teach and assess mastery of the Kentucky Academic Standards that are assigned for their particular area or areas using district timelines &/or council approved modifications.

2. Provide opportunities for students to access curriculum through a variety of best practice teaching models &/or strategies.

PRINCIPAL ROLE
The principal will:

1. Ensure that copies of the curriculum standards and expectations for the school are available for parent review. (ie: website)

2. Meet with each new teacher to review this policy and the sections of the curriculum that apply to that teacher’s assignment.

3. During Professional Learning Communities (PLCs) throughout the year, hold discussions with the staff on possible curriculum revisions and report to the school leadership team (comprised of - but not limited to the administration, team leaders, instructional coach) on the results of those discussions.

CURRICULUM REVISION
The School Leadership team will be responsible for making any needed recommendations to the council on curriculum revisions when one or more of the following events occur:
1. State officials modify the KERA Goals, the Academic Expectations, the Kentucky Academic Standards, or the Program of Studies.

2. District leaders or working groups modify district curriculum documents.

3. Our School Improvement Planning process identifies a need for adjustments.

**POLICY EVALUATION**

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted:  _5/23/12____

Date Reviewed or Revised:  _4/21/15_____ Council Chairperson’s Initials __MG___

Date Reviewed or Revised:  ______ Council Chairperson’s Initials ______
DISTRICT CODE
Our school follows the Boone County District Code of Conduct.

In August, the principal (or principal’s designee) will:

● Provide each student with the website to access the District Code of Conduct with printed copies available upon request.

● Require each student to return a signed acceptance from his or her parent/guardian showing that the parents/guardians have seen and reviewed the Code.

● Follow up as needed with any family where the student has not returned the signed acceptance.

SCHOOL-WIDE RULES
In addition to the Boone County Code of Conduct, we have adopted school-wide procedures for hallway, restroom, lunch, audience and playground.

Staff will refer to PBIS Flowchart stating minor/major referral procedures.

Consequences for offenses are listed in the New Haven Elementary School Code of Conduct Section in the front of student agendas.

CLASSROOM RULES
Each teacher will:

1. Establish specific standards of conduct for his or her classroom.
2. Post those standards where students can see them throughout the year.
3. Teach those standards to students during their first two weeks in that classroom and review those standards throughout the year.

POLICY REVISION
If revisions are needed, as identified by the principal, teachers, parents or other stakeholders, the revisions will be brought to SBDM Council.

Date Adopted: _8/22/12____

Date Reviewed or Revised: _3/12/17____ Council Chairperson’s Initials _MG____

Date Reviewed or Revised: ______ Council Chairperson’s Initials _____
New Haven Elementary
Dress and Appearance Policy

COMMITMENT
The school council shall have the responsibility to set school policy consistent with district board policy which shall provide an environment to enhance the students’ achievement and help the school meet the goals established by KRS 158.645 and KRS 158.6451.

POLICY SUPPORT

• The wearing of any attire, cosmetics, presentation of extraordinary personal appearance, or any unsanitary body conditions which in the judgment of the Principal significantly disrupts the educational process or threatens the health of other pupils is prohibited.

• The Administration shall enforce the dress code. Students whose appearance does not conform to these rules will be asked to change clothing to meet this code. Repeated violations may result in suspension from school.

• Walking shorts (fingertip length) will be permitted prior to October 1st and following return from Spring break. The hem of shorts or skirts for all students must fall at or below fingertip length or be accompanied by leggings. (Fingertip length is when the child is standing up straight with their arms at their sides. The hem of the shorts must fall below fingertips to be considered within dress code)

• Sleeveless shirts may be worn but must cover the top of the shoulder (at least 3 finger-tips in width) Undergarments may not be visible when wearing sleeveless shirts.

• The following attire is prohibited: see-through mesh clothing, tube tops, hats/caps (unless on special building-designated days or approved for special reasons that have been approved by the Principal), bare midriffs, clothing and accessories with obscene, crude, or rude pictures pertaining to drugs, alcohol, tobacco, extreme violence or sex, hair curlers, non prescription sunglasses, sleep or swimwear, biking shorts, and clothing too tight or too suggestive constituting a risk of distraction to the educational process.

• The dress code shall be included in the New Haven Elementary Student and Teacher Handbooks. Parents and students may receive an additional copy upon request.

• The Principal will have the flexibility to make adjustments to the dress code due to student medical or religious reasons.

POLICY EVALUATION
We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: _5/23/12____
Date Reviewed or Revised: _1/17/17_____ Council Chairperson’s Initials _MG____
Date Reviewed or Revised: _____ Council Chairperson’s Initials _____
New Haven Elementary
Emergency Plan Policy

Our school follows the Kentucky Revised Statutes– KRS 160.345(2)(i)9 and KRS 158.162

Commitment

● The principal, in consultation with parents, teachers, other school staff, and local first responders, will collaboratively develop the school's emergency management plan as a way to develop and document efforts to prevent, mitigate, prepare for, respond to and recover from emergencies.

● The emergency management plan will include procedures for fire, severe weather, earthquake, and building lockdown as specified in Kentucky statutes and regulations.

● The plan, which must be adopted by the council and implemented, will include, but not be limited to:
  ○ Establishment of primary and secondary evacuation routes which must be posted in each room by each doorway used for evacuation.
  ○ Identification of severe weather safe zones that have been reviewed by the fire marshal/fire chief, which must be posted in each room.
  ○ Practices for students to follow in an earthquake
  ○ Development and adherence to access control measures for each school building, which may include but not be limited to:
    ■ Controlling access to exterior doors during the day
    ■ Controlling front door access electronically or with a greeter
    ■ Controlling access to individual classrooms
    ■ Requiring visitor check-in with identification and purpose provided
    ■ Display of visitor’s badge on outer clothing

● Practices for students to follow in case of fire that are consistent with administrative regulations of the Department of Housing, Buildings and Construction.

● Procedures for lockdown of the Campus

● Local law enforcement shall be invited to assist in establishing lockdown procedures.

Protocol

● Following adoption, the emergency plan and diagrams of the facilities will be provided to appropriate first responders.

● First responders, for the purpose of this policy, include local fire personnel, local, county and/or
state police personnel, and emergency medical personnel.

- Due to the need to maintain student and staff safety and security, the emergency plan and diagram of the facility will not be disclosed in response to any Open Records requests.

- Prior to the first instructional day of school, the principal, or designee, will present and review all emergency procedures with all staff.

- Documentation including the time and date of the review will be kept on file at the school with a copy sent to the district office to document completion.

- Documentation may include methods such as a sign-in sheet that includes the printed name of each staff member (all certified and classified staff), the signature of the staff member and the date and time of the review.

- Within the first thirty (30) instructional days of the school year and again during the month of January, the school will conduct one (1) severe weather drill, one (1) earthquake drill, and one building lockdown.

- Fire drills will be conducted in accordance with timelines, procedures and requirements outlined in the DHBC regulations.

- Whenever possible, first responders shall be given notice of possible drills and invited to observe.

- The principal is responsible for ensuring the implementation of these drills and reporting completion and problems noted during the drill to the school council and to the district central office for any remedial action needed.

- At the end of each school year, the emergency procedures are to be reviewed by the school council (or designated school council committee with report to the school council) and first responders and revised as needed.

- The principal is responsible for working with the central office to ensure that all local first responders have a current diagram of the school that notes the primary and secondary evacuation routes, the severe weather safe zones and notations of the exterior and front entrance access points.

- A comprehensive diagram of the school showing primary and secondary evacuation routes will be posted at each school doorway prior to the first instructional day of school. Identified severe weather safe zones which have been identified and reviewed by the local fire marshal or fire chief will be posted at each school doorway prior to the first instructional day of school.

- Access control methods that are included in council policy are:
  - All exterior doors must remain locked at all times.
  - All visitors must enter through the posted front entrance.
○ The front entrance must remain secure with a greeter.
○ All visitors must sign in at the office prior to gaining access to the other school areas
○ The principal is responsible to ensure that trained personnel monitor the front entrance at all times.
○ At no time during the school day are students allowed to monitor the front entrance or the reception area.
○ All visitors must report to the front office, provide photo identification, state the purpose of the visit, and wear a school-specific badge on the outermost garment during the entire visit.
○ Visitors are only permitted to visit the area(s) indicated on sign-in.
○ Upon leaving, all visitors must report back to the front office.

- The office must keep an accurate log of each visitor, the date and time of the visit, the purpose of the visit, and with whom they visited.

- All classrooms must remain locked during instruction time.

- Doors must remain closed during instruction time.

- During class changes, teachers must stand by their classroom door and monitor hallways.

- The principal is responsible for ensuring classroom access in the event of a substitute teacher.

POLICY REVISION
If revisions are needed, as identified by the principal, teachers, parents or other stakeholders, the revisions will be brought to SBDM Council.

Date Adopted: __2/12/14___
Date Reviewed or Revised: __3/25/15______ Council Chairperson Initials ___MG_____
New Haven Elementary
Enhancing Student Achievement Policy

SCHOOL MISSION AND BELIEFS STATEMENT

The mission of New Haven Elementary School is to create an atmosphere of exceptional student achievement through the differentiation of instruction and the inclusion of emerging technology and research-based educational programs, while instilling our core values of communication, respect, integrity, high expectations, responsibility, and collaboration. Our education community, including parents, students, staff, and community members, work together to insure that the graduates of New Haven Elementary are optimally prepared for secondary studies in order to make them globally competitive in our changing world.

We believe:

1. All students can learn and achieve in a safe, disciplined environment in which they feel trusted, supported and have a sense of belonging.

2. We believe that New Haven Elementary must continue to provide an excellent program that addresses the educational needs of all students in a safe and supportive environment.

3. Teachers should create/design challenging and engaging activities for students and lead/encourage/motivate them in those activities and integrate technology where appropriate.

4. Differences in learning styles exist; therefore, students have the right to learn in a way that brings them personal success. Therefore, students must be assessed in a variety of ways to demonstrate their achievement.

5. We believe that an active, cooperative partnership among the student, family, school, and community is essential for student growth and development.

6. All children deserve the opportunity to think, dream, believe, and achieve.

7. Children thrive when expectations are high and self-esteem higher.

8. Children must be encouraged to see the connections between new learning and prior knowledge.

PROCEDURES

In order to carry out our school’s mission and to accomplish Kentucky’s Learning Goals, we will:

- Develop SBDM policies, which contribute either directly or indirectly to accomplishing this mission.

- Develop SBDM policies, which contribute either directly or indirectly to enhancing student achievement by improving teaching and learning at our school for each and every student.
● Complete an annual needs assessment including but not limited to analyzing student performance on the State test.

● Annually revise our School Improvement Plan to address identified needs. The council will be responsible for adopting the SIP and conducting Implementation and Impact checks to monitor it.

● Budget and hire to support our School Improvement Plan.

**POLICY EVALUATION**

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: _5/24/11___
Date Reviewed or Revised: __6/24/15__ Council Chairperson’s Initials __MG__
Date Reviewed or Revised: ______ Council Chairperson’s Initials ______

Date Reviewed or Revised: ______ Council Chairperson’s Initials ______
**COMMITMENT**

We commit our school to enhancing student achievement for each and every student by:

1. Ensuring all feel safe, welcome, and valued at our school.
2. Creating full and equitable access to a common academic core as well as to all the opportunities our school has to offer.
3. Providing opportunities for students to learn about their own and other cultural values and traditions.
4. Building a school culture where diversity is valued and appreciated.

**DATA ANALYSIS AND PLANNING**

As part of our School Improvement Planning Process we will review how well we are fulfilling these commitments including data broken down by race, gender, disability, free and reduced lunch participation, and English proficiency on:

1. Student performance.
2. Student participation in our programs.
3. Student disciplinary referrals.
4. Family involvement in school activities.

Based on the above data analysis and feedback from students, parents, staff, and community leaders on their perception of our performance in this area, we will implement the plans needed to correct challenges to fulfilling the commitments in the first section of this policy.

**POLICY SUPPORT**

We have put language in other school council policies to support the commitments in the first section of this policy. Below is a list of policies that support our commitments in this area:

1. Enhancing Student Achievement.
2. Committees.
3. Curriculum.
4. Discipline and Classroom Management.
5. Extracurricular Activities.
6. Homework.
7. Improvement Planning Policy.
8. Instructional Practices.
9. Parental Involvement Policy (Title I Schools).
12. Student Assignment.

**POLICY EVALUATION**
We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: _2/25/15____

Date Reviewed or Revised: _____ Council Chairperson’s Initials _____
New Haven Elementary
Extra-Curricular Policy

Criteria for Programs

For an extracurricular program to be continued or to institute a new program, the program must:

1. Contribute to the following Kentucky Learning Goals:
   a. Becoming a self-sufficient individual.
   b. Becoming responsible members of a family, work group, or community, including demonstrating effectiveness in community service.

2. Generate and maintain student interest as well as attract students currently not involved in extracurricular or service projects.

3. Encourage, enhance, and maintain equity including, but not limited to a wide range of opportunities for both male and female students.

4. Have a suitable adult sponsor and have appropriate adult supervision at all times.

5. Follow all district guidelines for extracurricular programs.

Programs currently offered

Listed below are the extracurricular programs we currently provide. Additional programs will be approved and instituted, or cancelled based on their ability to meet the criteria listed in the first section of this policy. (This list may vary from year to year)

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**Student Participation**

Students will be eligible to participate in extracurricular activities if they:

1. Maintain a C average or higher in all subjects.

2. Are actively enrolled, and in attendance at school on the day of the activity. Students can participate in weekend events if school is missed on Friday ONLY with a doctor’s excuse.

3. Comply with rules established by the adult coach or sponsor for the activity while maintaining school PBIS expectations of being SAFE, RESPECTFUL, and RESPONSIBLE.

4. Where applicable, meet any requirements set by the appropriate sponsoring or governing organization.

**Coaches and Sponsors**

1. Each extracurricular activity will be led by an adult coach or sponsor who meets any applicable requirements set in law, or by sponsoring or governing organizations.

2. The coach or sponsor will be responsible for personally supervising or ensuring that all students are supervised by an adult while they are participating in an activity, including practice time and travel time where applicable.

3. The principal will assign coaches and sponsors from our school’s current staff following our policy on Instructional and Non-Instructional Staff Time Assignment.
   a. If it is necessary to consider applicants who do not currently work at our school, our policy on Consultation will be followed.

**PROGRAM EVALUATION**

Our extracurricular program will be evaluated through the needs assessment process for updating our School Improvement Plan.

**POLICY EVALUATION**

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: _5/2012____
Date Reviewed or Revised: _4/18/17____  Council Chairperson’s Initials __MG__
Date Reviewed or Revised: _____  Council Chairperson’s Initials _____
New Haven Elementary
Facilities Use and Procedures Policy

GUIDELINES

1. Use of the school is governed by the Boone County Board of Education and authorized by the school principal.

2. In addition to the Board Policy and agreement, the school has guidelines in place unique to this facility that must be followed.

3. Any use of the building requires a current NH staff member to serve as sponsor or supervisor during the time the facility is utilized.

4. Generally the building may not be used after 4:00 pm on Saturdays or all day on Sundays.

5. The building must be cleared by 8:30 in the evenings with the exception of specific programming approved by the principal or designee.

6. It is the responsibility of the sponsor or supervisor to make sure that the building is clean and back in the order in which it was found. ALL doors must be checked for locking upon departure.

7. Schedule priority will be given to school based extracurricular programs, and to current building employees that have a percentage of team members that attend New Haven Elementary.

8. All participants are expected to stay in the designated area during the scheduled time. Any participants or family members will forfeit facility use if found outside of the approved area.

9. Sponsor or supervisor is responsible for adhering to the scheduled time.

10. Custodial team members are in the building to do their job and are not at service to you during your scheduled time, unless a previous agreement of payment of services is arranged. (This must be pre-approved through the principal)

11. At no time may doors be propped open during your scheduled time of facility use.

12. At no time may any participant be unsupervised. All liability will be the responsibility of the supervisor.

13. Anyone found not adhering to the above guidelines may forfeit their privileges to use New Haven’s facility.

PROCEDURES

1. Request must be made in writing to the principal or designee at least 1 week prior to the request.

2. Requestor must have a school staff member, who previously has agreed to serve in a sponsor or supervisor capacity prior to the request. This person must be identified in writing with the request.

3. A district “use agreement” form must be completed, signed, and returned to the principal or designee prior to the use of the facility.

4. If approved, the principal or designee will schedule use of the building.
5. If a rental fee is charged, payment must be made prior to the scheduled facility use.

POLICY EVALUATION
We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: _5/16/17____

Date Reviewed or Revised: _____ Council Chairperson’s Initials ______

Date Reviewed or Revised: _____ Council Chairperson’s Initials ______
New Haven Elementary
Field Trip Policy

COMMITMENT
Reference: Section (2)(c) 1 of the SBDM Law says:

The school council shall have the responsibility to set school policy consistent with district board policy which shall provide an environment to enhance the students' achievement and help the school meet the goals established by KRS 158.645 and KRS 158.6451.

POLICY SUPPORT
New Haven Elementary believes that attending field trips is an important part of a child’s education. Therefore, it is imperative that each student be given the opportunity to attend field trips and that each field trip be evaluated for educational value. The following represents field trip guidelines.

- All field trips must be approved by the Principal in compliance with Boone County Board of Education policy.

- Supervision of field trips will consist of one adult supervisor or chaperone, age 21 years of age or older, for every ten (10) students when applicable.

- All students enrolled in Boone County Schools should have the opportunity to participate in school or class field trips. Students should be excluded from field trips only as a last resort. If a student is to be excluded from a field trip, the Principal must approve such exclusion in advance of the trip.
  - No student shall be denied participation on any field trip because of financial or disciplinary issues without an investigation and written notification by the Principal.

- Students must ride the school bus to the field trip activity unless prior approval by the Principal has been granted one week before the field trip date. Per Board Policy, Parents will receive a written notification from the Principal that their personal insurance will provide liability coverage in case of an accident.

- Volunteer chaperones will acknowledge in writing the New Haven Volunteer Chaperones Expectations, a document to be provided each chaperone prior to each trip.

- Volunteer chaperones must have a current Board Approved Background Check that can be verified by office staff prior to the field trip.

POLICY EVALUATION
We will evaluate the effectiveness of this policy through our School Improvement Planning Process.
Date Adopted: _2/12/12____
Date Reviewed or Revised: _3/25/15_____ Council Chairperson’s Initials _MG_____
CRITERIA
The primary purpose of the grading policy is to create consistency in grading practices across grades and classrooms which enables teachers to clearly communicate progress to students and parents helping students to achieve to their highest potential.

PRIMARY GRADING ON STUDENT PAPERS

● Kindergarten, 1st, and 2nd grade students will receive teacher comments or marks on papers for assessment.

● Grade 3 students will receive number grades on all content tests throughout the school year. Additional comments will be placed on non-test papers. During the second half of the year students will begin to receive grades on papers other than tests. *(This practice will be a part of the transitioning to the intermediate grading practice)*

PRIMARY REPORTING OF ACHIEVEMENT

● Primary students will receive school report cards 3 times per year at twelve week intervals. The official school report card will have standard abbreviation markings that will communicate the student’s progress toward mastering standards.

● The 1st trimester parents and teachers will participate in a Parent/Teacher conference to report on progress. Teachers will communicate student progress to parents in the middle of each following trimester through a school wide system.

INTERMEDIATE GRADING

● 4th and 5th grade students will receive a combination of numeric / letter grades, and /or participation grades, as well as, teacher feedback/notes on daily papers and tests.

● Consistent scoring / feedback will be practiced across the grade level for graded entered.

● At the beginning of the school year, the students and parents will receive a grading practice overview that would include the types of categories for grades. *(ie: classwork, homework, tests, projects, etc. )* 

● All formal assessments shall be returned to students in a timely manner.

● Students will receive a zero (0) grade if they have been given ample time during homework recovery time to complete the assignment.

● Students will be provided one day of work recovery time per week. No student shall loose multiple activity times within a weekly period.

INTERMEDIATE REPORTING OF ACHIEVEMENT

● 4th and 5th grade students will receive school report cards 4 times a year at nine week intervals.
● There will be a minimum of nine (9) grades per subject per grading period.
● Mid-term reports will go home midway through each nine week grading period as determined by the district calendar.
● Teachers will record grades electronically in the school grading computer program (currently Infinite Campus) every 2 weeks. (minimum)
● In order for parents to view grades throughout the quarter they will be given access to the parent portal of Infinite Campus. (Parents must complete the signup process to gain access.) This will allow the parent to view what is recorded for his/her child in the teacher gradebook program.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: _3/25/15____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

Date Reviewed or Revised: _____ Council Chairperson’s Initials _____
NEW HAVEN ELEMENTARY
HOMEWORK POLICY

PURPOSE

The purpose of homework at New Haven elementary school is to:

- Provide students with an opportunity to independently practice and reinforce skills learned in class either that day or during a current academic unit.
- Assist students in developing time-management skills.
- Assist students in developing self-reliance and responsibility skills.

GUIDELINES

- Assigned homework will be reviewed by the teacher prior to being sent home from school.
- Completed homework will be consistently reviewed either in class or by the teacher to insure student progress is being made.
- Homework should be balanced with current at-home project assigned in that subject area. For instance, if an at-home project is assigned in math, it would be understood that they typical amount of math homework assigned would be lessened.
- Assigned projects will have a due date which includes at least two weekends of work time form the data of assignment.
- One at-home project may be assigned at a time across a grade level.
- Thanksgiving Break, Winter Break, Spring Break, and the State Testing Window will be designated as “family time” in which no homework will be assigned nor may be included in a project window.
- During the State Testing Window, students will not be assigned homework for any of the days Monday through Friday when testing occurs on any day that week. Kindergarten and first grade students are not tested; therefore they will continue to receive homework during the testing window.
- Unfinished classwork, which is a result of personally unmanaged time during class, will be expected to be completed above and beyond the time limits specified below. If this problem becomes habitual, a conference between the parent and teacher is recommended.
- Homework Recovery is the consequence for incomplete or missing work with the exception of reading logs.
- Students will not receive full credit for work completed in Homework Recovery. Partial credit based on teacher’s classroom policy will be given.
HOMEWORK RECOVERY PROGRAM

Effective August 2015, a Homework Recovery (H.R.) Program will be instituted at New Haven Elementary. The purpose of the H.R. Program support our belief that homework should be immediate, additional practice of previously learned material and should help students develop self-reliance and time management skills. H.R. is not detention, it is an opportunity for students to complete assignments they have missed and it reinforces to our students that failure is not an option at New Haven Elementary School.

AUDIENCE

Kindergarten: Not included
1st grade: Included in the program after winter break (Exempt from Saturday School Sessions)
2nd – 5th grade: Included in all 36 weeks of each school year.

H.R. PROGRAM GUIDELINES

In the event of a missing or incomplete homework assignment, the student will be issued an H.R. warning slip by the teacher. The student must return the missing homework AND the signed H.R. warning slip to school the following day. If the homework is returned with a signed warning slip, NO CONSEQUENCES are given. However, if the child does not return the homework after a warning slip has been issued,

- A 2nd slip will be given with an additional copy of the assignment.
- A student will complete the assignment during a portion of the physical activity time.
- Each grade level will have a rotating physical activity schedule where teachers take turns in supporting Homework Recovery time.
- Two no-shows to H.R. will constitute an after school detention with the administration.
- Students may not be assigned H.R. for a missing reading log.
- Students may only receive a maximum of 5 H.R. warning slips. The sixth instance of incomplete homework constitutes an automatic H.R. Session.
- Students may only receive a maximum of 5 H.R. sessions. The 6th occurrence of missing homework results in H.R. will be an automatic Saturday School to be assigned by the administration. The same is true for every missing homework assignment following. Saturday School is held at Stephens Elementary, and the date will be assigned by the administration as determined by the Saturday School calendar.

Please note: Teachers may not sue student’s entire physical activity time for a student as a result of missing homework, but may give students the option to work on the missing assignment the entire H.R. time. Students may not walk the fence or walk laps as a result of missing homework, but instead must be given H.R. warning slip or attend an H.R. session to complete work.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.
Date Adopted: 2/25/15
Date Reviewed or Revised: _____ Council Chairperson’s Initials _____
Date: __________________

Dear Mr. / Ms. ______________________________,

I am very sorry, but I do not have the following assignments (s):

____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________

I do not have them because:
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________

I will have this letter signed by my parents and will bring it back to school tomorrow along with the missing assignment(s).

Sincerely,

______________________________
Parent Signature
New Haven Elementary
Homework Recovery Assignment

Student Name: __________________________________________
Teacher Name: ___________________________ Date: __________

Student is missing the following assignment(s):
1) _______________________________________________
2) _______________________________________________
3) _______________________________________________
4) _______________________________________________

This is the _____ time this student has been assigned homework recovery time.

The student should attend homework recovery on the following:
Date:_______________
Time: ______________
Room #: _____________

______________________________
Parent Signature                                              Date

Student:
____ Did attend homework recovery and completed the above assignments.
____ Did attend H.R., but only completed _________________________.
____ Did not attend H.R.

____________________________
Signature of H.R. Monitor                                              Date
New Haven Elementary
Instructional and Non-Instructional Staff Time Assignment Policy

CRITERIA FOR ASSIGNMENT
The principal will assign staff members’ time in a manner that will:

1. Fully support implementation of our School Improvement Plan and our Student Assignment Policy.
2. Take into account staff members’ requests to vary their work particularly if a teacher has made past requests for a change or has been in a particular assignment for multiple years.
3. Take into account different teachers’ strengths and in-depth knowledge of specific topics.
4. Take into account specific student needs based on student performance data.
5. Respect state certification requirements and the parameters of district job classifications.

ASSIGNMENTS BASED ON CRITERIA
To complete assignments, the principal will:

1. In March, invite all returning staff members to indicate their preference for continuing or changing assignments the next year, including classroom assignments, extra-duty assignments, and other responsibilities.
2. In April, meet with any individual staff members whose requests may be difficult to grant to discuss reasons for the staff member’s interest, factors making it difficult to grant the requests, and possible solutions.
3. In May, assign staff members based on the criteria in the first section of this policy.
4. In August, notify the council of how all staff members have been assigned.

ALTERING ASSIGNMENTS
After making assignments, the principal may alter them:

1. When necessary to respond to unanticipated enrollment or staffing changes.
2. When the principal and the affected teachers agree that a change is needed.
3. When the council changes other policies or the School Improvement Plan and recognizes in the minutes that those changes may require staff time assignment changes that cannot be put off until the next school year.

POLICY EVALUATION
We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: _5/23/12____
Date Reviewed or Revised: __3/25/15___ Council Chairperson’s Initials _MG____
Date Reviewed or Revised: ______ Council Chairperson’s Initials ______
INSTRUCTIONAL PRACTICE PRINCIPLES

In order to provide an environment where all students perform up to their potential and are prepared for the future, we will make sure that students:

- Are actively involved in their own learning.
- Use writing as a way to learn.
- Have some ownership over what is being learned.
- Communicate with peers about what they are learning.
- Study subjects in a way that shows them applications to real life.
- Are able to make connections among content areas.
- Are instructed in ways that help all students learn the Core Content for Assessment which Kentucky has determined is essential for all students to know and be able to do.
- Are instructed in ways that equip students to apply the Depth of Knowledge specified in the Kentucky Core Content.

INSTRUCTIONAL PRACTICE GUIDELINES

To help ensure our instructional practice principles are implemented:

Each week, students will have the opportunity to:
- Receive appropriate and meaningful feedback.
- Work with other students in pairs, small groups, or teams.
- Do hands on activities.
- Use technology to enhance learning.
- Read books or materials on their own or with a partner.
- Listen to an adult read aloud.
- Discuss different ways to solve problems.

Each month, students will have the opportunity to:
- Read and write in all content areas.
- Do extended response and on-demand items.
- Communicate with pictures, charts, graphs, or a web.
- Use a scoring guide or self-assessment.
- Use resources other than a textbook or worksheet.
- Use manipulatives or equipment.
- Be exposed to real-life examples that relate to content areas.
- Discuss or read about current events, issues, or topics.
- Watch the teacher do a demonstration.
- Perform or create in an area of the arts and humanities.

Each grading period, students will have the opportunity to:
- Participate in a one-on-one reading or writing conference with a teacher.
- Do projects and investigations.
- Participate in a peer reading or writing conference.
- Read a variety of texts (stories, magazines, poems, newspapers, etc.)
- Do real-life activities or projects.
- Design or investigate projects based on their interests.
- Speak in front of a group.
- Use technology to enhance learning.

**TEACHER ROLE**

To ensure that the principles and guidelines above are implemented, every teacher shall:

- Use a wide variety of student-centered, culturally responsive instructional strategies to address various learning styles.
- Use activities where all students use higher-order thinking and problem-solving skills.
- Assign tasks similar to those used for state assessments.
- Provide opportunities for students to connect their learning to other topics and subjects and real-life experiences.
- Use technology for appropriate and varied learning activities and to extend the classroom into the community and the world.
- Use instructional resources that are developmentally appropriate, culturally diverse, and varied.
- Follow the procedures outlined in our Homework Policy.
- Provide students with opportunities to evaluate their performance and use the feedback to reflect on and improve classroom practice as needed.

**PRINCIPAL ROLE**

To ensure that these instructional practice principles and guidelines are implemented and teachers are able to fulfill their role, the principal will:

- Make sure that these instructional practice principles and guidelines are taken into account in both the interview process and in the final selection of all teachers.
- Encourage and support teachers in their role.
- Encourage professional development that supports the implementation of this policy.

**POLICY EVALUATION**

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: __5/23/12__
Date Reviewed or Revised: ______ Council Chairperson’s Initials ______
Date Reviewed or Revised: ______ Council Chairperson’s Initials ______
Commitment

Reference: Section KRS 160.345 (2) (j):

The school council shall annually review data on students’ performance as shown by the State Assessments. The data shall include, but not be limited to, information on performance levels of all students tested, and information on the performance of students disaggregated by race, gender, disability, and participation in the federal free and reduced price lunch program. After completing the review of data, Council shall adopt a plan to ensure that each student makes progress toward meeting the goals set forth in KRS 158.645 and 158.6451 (1) (b).

Formal Assessments
Students in each class for each semester shall be formally assessed in one or more content areas, which will demonstrate their learning progress. Student assessments may be measured using at least one of the following (but not limited to):

- District approved Universal screening programs
- STAR Reading
- STAR Math
- Aims Web
- Headsprout
- Fast ForWord
- Program Reviews
- State Assessment included for grades 3-5
- Any other developmentally appropriate assessments which are scientifically based and approved by the Principal/Council

Each teacher shall provide and analyze assessment results each semester with the principal or designee. Student products or performances should:

- Be aligned with the school’s adopted curriculum, and/or the State/National Standards
- Be shared with students by teachers prior to the new assessment
- Be based upon assessment results, the interventions will be embedded in the learning process, and be part of interdisciplinary units or thematic units or daily interventions determined by tier placement
- Include opportunities for student self-reflection and self-evaluation
**Informal assessments**

Students in each class for each semester shall also be informally assessed. Student products or performances should:

- Include opportunities for student self-reflection and self-evaluation
- Be supported by student work samples developed by teachers or students that help students understand what proficient work looks like
- Be aligned with the adopted curriculum, and/or standards
- Include documented teacher observations/anecdotal records

**POLICY EVALUATION**

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: _5/23/12____

Date Reviewed or Revised: ______  Council Chairperson’s Initials ______

Date Reviewed or Revised: ______  Council Chairperson’s Initials ______
DEFINITION OF PARENT
The legal definition of a “parent” is a parent, stepparent, or foster parent of a student or a person who has legal custody of a student pursuant to a court order and with whom the student resides.

For the purposes of this policy we will use the term “parent” to encompass all diverse family situations.

COMMITMENTS
We commit to:

1. Sharing clear information about each student’s progress with parents.

2. Offering practical suggestions to parents on how they can support student learning at home.

3. Making representative parents and community members full partners in our decision-making.

4. Facilitating the involvement of our parents with limited English proficiency, parents with disabilities, and parents of migratory children.

5. Seeking and supporting adult volunteers to work with and inspire our students, as well as making every effort when legally appropriate to accommodate the involvement of adults other than parents who are already involved in a student’s life.

We will honor these commitments through a school-parent compact. During an annual meeting with parents, we will review the compact with parents, ask for input and then revise, if necessary, the compact.

SCHOOL-PARENT COMPACT
Our students’ parents, families, extended families, students themselves, as well as our local community are all considered partners who share responsibilities for high student academic achievement. Following are the responsibilities for the school, the parents, and the students:

SCHOOL RESPONSIBILITIES
New Haven will:
1. Provide high-quality curriculum and instruction in an effective, supportive, and safe learning environment that enables the students to meet Kentucky’s academic standards.

2. Provide information on the content students will learn each year through the methods listed in our Curriculum Policy.

3. Assign homework in accordance with our Homework Policy.

4. Provide parents with frequent reports on their child’s progress. Specifically we will provide formal reports every grading period.

5. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual student’s achievement. Opportunities (where appropriate) will be provided for the student to participate actively in sharing information on his or her progress with his or her parents during these conferences.

6. Provide parents reasonable access to staff. The email addresses and telephone extensions of their child’s teachers will be provided to parents to promote communication. Staff will always be available to parents by appointment for face-to-face conferences.

7. Send home newsletters at least four times a year that include information on ways families can help students learn. The first newsletter will contain a copy of this policy.

8. Support an active Parent Teacher Association or Organization.

9. Provide parents opportunities including but not limited to:
   a. Observing their child’s classroom activities.
   b. Tutoring.
   c. Assisting with classroom activities that require more than one adult.
   d. Preparing materials, mailings, refreshments, and other items needed for family and community involvement.
   e. Serving on one of our decision-making committees.
   f. Joining our parent teacher organization and participating in its efforts to strengthen our school.
   g. Volunteering along with other concerned members of our community in other areas as needed.

10. Ensure that all adult volunteers working in our school and with our students are subject to board policy and state law regarding criminal record checks, as applicable.

PARENT RESPONSIBILITIES
Parents are asked to:
1. Monitor attendance.

2. Become familiar with and support the school and individual classrooms' homework policies and show interest with questions about and comments on the schoolwork their children bring home.

3. Make sure homework is completed.

4. Assist their child with time management.

5. Participate, as appropriate, in decisions relating to their child’s education.

6. Stay in close communication with teachers and the school about their child’s education by promptly reading all notices and surveys from the school or the school district and responding if necessary.

7. To the extent possible, volunteer, serve on the school council or a committee, attend School-Based Decision Making Council meetings, and comment on draft policies and plans as they are made available.

STUDENT RESPONSIBILITIES
With support from parents, students are asked to:

PRIMARY
1. Attend school as regularly as possible.
2. Follow the school and classroom behavior standards.

INTERMEDIATE
1. Attend school as regularly as possible.
2. Follow the school and classroom behavior standards.
3. Bring necessary learning materials to school and to class.
4. Complete and turn in all assigned homework.
5. Give parents or the adult who is responsible for them, all notices and information received from the school.

POLICY EVALUATION
We will evaluate the effectiveness of this policy through our School Improvement Planning Process.
Date Adopted: _4/21/15____
Date Reviewed or Revised: _____ Council Chairperson’s Initials _____
Date Reviewed or Revised: _____ Council Chairperson’s Initials _____
Organization of the Primary Program

Until they are ready for fourth grade, all students will participate in the primary program.

Each primary student will be taught by a team of two or more teachers who collaborate to ensure that the child makes progress each week in mastering Kentucky’s Core Content for Assessment at an appropriate Depth of Knowledge.

Each teaching team will:

1. Use research-based teaching strategies that work for children this age.

2. Assess each child’s progress by analyzing actual work the student is doing and maintaining an orderly record of skills mastered and areas needing further work.

3. Communicate with each child’s parents at least four times each year to show parents the kinds of work the child is able to do and to discuss steps to help the child make further progress.

During each school week, teaching teams may organize their students in a variety of large and small groups for different kinds of learning activities. They may also arrange for one or more students to work part of the time with students assigned to another teaching team, getting parent input if that arrangement will last more than a week.

Assignment of students

Primary students will be assigned following the guidelines in our Student Assignment Policy.

Exit from primary: General rule

Students will remain in the primary program until they are ready to be successful at fourth grade work.

Exit from primary after More or less than four Years

1. When a student completes the program in either more or less than four years, the school will make every effort to engage the student’s parents as active partners in planning to ensure that the student’s full needs are well addressed.
2. In January, teachers will review their students’ performance to identify those who appear likely to be ready for fourth grade at the end of the year. They will then identify:
   a. Those students who are in their fourth or a later year of primary and do not appear likely to be ready, and
   b. Those students who are not yet in their fourth year but may be ready to exit primary.

3. The parents of each such student will be invited to meet with those teachers to discuss the student’s readiness and to discuss how to prepare for the best learning opportunities for those students. The purpose of the meeting will be to develop a consensus plan of steps to do what is best overall for the student. The plan may include any combination of the following strategies:
   1. Extended school services.
   2. Special individual tutoring.
   4. Special strategies in the regular classroom.
   5. Special strategies for work at home.
   6. Any other approach that appears likely to help that student succeed.

4. In the event that consensus is not possible, the group will schedule an additional meeting to discuss the issues. If consensus fails after that meeting, the principal will determine what steps will be taken. These steps will be completed by the end of February.

5. Once a plan is adopted, the principal will designate a teacher to communicate with the parent at least once every two weeks about how the plan is working.

6. If teachers come to identify additional students who may need this attention after the end of January, they will notify the principal and begin the process described above.

Exit from primary: Official decisions
In April, teachers will submit written recommendations to the principal (or principal’s designee) as to which students should exit primary.

In May, the principal (or principal’s designee) will:

1. Review each recommendation.

2. Consult the relevant teachers about any concerns. This consultation is not needed if the principal (or principal’s designee) is fully comfortable with the recommendation.

3. Notify the student’s parents of the recommendation and invite them to request a conference if they want to discuss the child’s needs.
4. Meet with the parents who request a conference, the child’s current teachers, and at least one possible teacher for the next year to share thoughts on the student’s needs and discuss ways to meet those needs, including the strategies listed earlier and summer service possibilities.

5. Make decisions about each student.

6. If a student is staying in primary for an additional year, meet with the parents and teachers to work out plans to ensure that the student has a successful and positive experience with the added year.

**POLICY EVALUATION**

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: _7/20/11____

Date Reviewed or Revised: _5/27/15____ Council Chairperson’s Initials _MG____

Date Reviewed or Revised: ______ Council Chairperson’s Initials ______
New Haven Elementary
Principal Selection Policy

PREPARATION

When the council learns that the school needs to hire a principal, they will:

1. Select a trainer of their choice to deliver training in recruitment and interviewing techniques. The council Vice-Chair (or designee) will arrange for this training on a date agreed upon by the council and call a special meeting of the council for this purpose with "Principal Selection Training" as the agenda.

2. Distribute copies of this policy to all members before the scheduled training and send a copy to the trainer who will be providing the selection training.

The council may also elect a Vice-Chairperson (if none exists) to chair the council during the principal selection process.

SELECTION PROCESS

The council will:

1. Design and carry out processes to get stakeholder input on what traits will make the best leader for this school. Stakeholder input will involve but not be limited to faculty and staff, parents, and students (where appropriate).

2. Call a special meeting of the council and meet in open session to:
   a. Discuss with the superintendent any qualifications required by the Board, the process and the timeline for receiving applications, and other steps in the hiring process.
   b. Develop a set of criteria for a strong candidate using the stakeholder input plus council members’ ideas. The council will aim for a list of about 10 criteria. These criteria will not discriminate based on race, ethnicity, gender, marriage or family status, religion, political affiliation, disability, or age.
   c. Use the criteria they have developed to write standard interview questions that fit those criteria and which will be asked of all candidates in in-person interviews.
   d. Decide on other methods to use to gather information about the candidates. The methods may include (but not be limited to) some or all of the following: applications and résumés, references, applicant portfolios, open forums, and written responses to
hypothetical work-related challenges.

3. Call a special meeting of the council and meet in closed session to:
   a. Review all applications and written references and select applicants to interview.
   b. Determine if information in the written applications and résumés points to any specialized questions that should be asked of a particular applicant and develop those questions if necessary.

4. Schedule interviews with each applicant who has been selected to be interviewed.

5. Conduct each interview in a special called meeting in closed session during which:
   a. All the standardized questions will be asked in the same order for every candidate.
   b. Any specialized or follow-up questions will be asked after the standardized questions.
   c. A discussion will be held immediately following each interview about how well the applicant meets the criteria.

6. Hold closed session discussion of the merits of all applicants and work toward consensus on the final selection.

**SELECTIOAN OF A NEW PRINCIPAL**

After all information is gathered, the council will:

1. Meet in open session to make the final selection of a new principal.
2. Notify the superintendent immediately of the council’s choice. This choice is binding on the superintendent who will complete the hiring process.

**POLICY EVALUATION**

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: _5/23/12____

Date Reviewed or Revised: _3/25/15____  Council Chairperson’s Initials _MG____

Date Reviewed or Revised: _____  Council Chairperson’s Initials _____
New Haven Elementary
Program Appraisal Policy

Program Appraisal Needs Assessment

Our yearly School Improvement Planning process will include:

● An analysis of our KPREP data and other school data as necessary to discover the extent to which our students are meeting state standards and our programs are proving effective, including but not limited to our categorical programs.

● Systematic work to discover and correct the causes of and barriers to high performance by all students and the movement of students toward our goals.

● A revision of our School Improvement Plan based on our needs assessment data for that year. The Plan will set goals, address causes, and make indicated changes to programs to help move our students to state standards according to the timetable established by the Kentucky Board of Education.

● We will implement this process to address the effectiveness of all our programs and the resulting Plan will be monitored by the council through ongoing implementation and Impact checks.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: ___5/23/12_____
Date Reviewed or Revised: ___3/25/15______ Council Chairperson Initials__MG___
Date Reviewed or Revised: __________ Council Chairperson Initials________
New Haven Elementary
Protection of Instructional Time Policy

COMMITMENT

Our schedule will provide the legally required hours of instructional time or more, and students will be actively involved in learning throughout those instructional hours. The administration and the teachers will take steps to accomplish this commitment and minimize disruptions of instructional time.

Our Discipline, Classroom Management, and School Safety Policy will support the protection of instructional time.

TEACHER RESPONSIBILITY

All teachers will ensure that:

1. Students arriving in each classroom will immediately have work to begin.
2. When a scheduled activity is unexpectedly delayed or cancelled, students will be given alternative, substantive learning activities to undertake.
3. Videotapes, CD's, and television broadcasts will be used only when they efficiently convey knowledge and skills called for in the curriculum and are combined with other activities that require the students to process and apply the information these types of resources provide.
4. The use of substitute teachers is kept to a minimum and that when substitute teachers are necessary they are supplied with substantive learning activities to conduct, other necessary items to conduct class as normally as possible, and the name of at least one other nearby teacher for questions and support.

PRINCIPAL RESPONSIBILITY

The principal (or principal designee) will:

1. Make sure that intercom interruptions from the office occur only at designated times and in emergencies.
2. Ensure that new staff members and substitute teachers are aware of the school's commitment to and the teachers' responsibility for minimizing disruptions to instructional time.
3. Limit visitor interruptions in order to protect and sustain instructional time.

POLICY EVALUATION
We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: _5/15/13_
Date Reviewed or Revised: __1/28/15___  Council Chairperson’s Initials __MG__
Date Reviewed or Revised: ______  Council Chairperson’s Initials ______
CRITERIA FOR DEVELOPING THE SCHOOL SCHEDULE

Our schedule will:

1. Reflect our mission and belief statements.
2. Give all students access to all classes, avoiding conflicting schedules of specialized classes and preventing any exclusion related to cultural background, physical abilities, socio-economic status, and intellectual status.
3. Provide students with the learning time they need, including technology access to complete writing assignments and other learning activities.
4. Facilitate appropriate decisions to give particular students expanded time and support for successful performance (such as independent study, additional time to work on a project or assignment, or other appropriate methods for the situation).
5. Support our Curriculum Policy, our Instructional Practices Policy, our equity and diversity commitments, and the Goals and Strategies in our School Improvement Plan.
6. Allow teachers shared time to collaborate and plan on a regular basis.
7. Facilitate teacher opportunities to switch teaching assignments to capitalize on different teachers’ in-depth knowledge of specific topics.
8. Facilitate teacher opportunities to adjust the length of class periods when needed to provide the best instruction.
9. Promote reasonable and appropriate enrollments for all classes and appropriate numbers of pupils each teacher works with in the course of a day.
10. Respect the beginning and ending times of the school day and school calendar year as established by the Board of Education.

PROCESS FOR DEVELOPING THE SCHOOL DAY SCHEDULE

Annually, the principal will implement a school day schedule that includes any changes that have been adopted by the council.
The school day schedule will be reviewed each year using the following procedures:

1. The council will appoint an Ad Hoc Scheduling Committee (or charge a standing committee) to complete the following tasks:
   a. Review student performance data and survey data (if available) from students, parents, and staff on how well instructional time is being used.
   b. Brainstorm current time barriers to implementing needed practices and meeting student needs and ways the schedule might be changed to remove those barriers.
   c. Discuss advantages and disadvantages of various changes, focusing on the criteria listed in the first section of this policy.

2. Committees will notify the group charged with scheduling if recommendations they have made or are considering would have schedule implications.

3. Based on the above work the committee will consult with the principal and make recommendations concerning schedule changes for the coming school year no later than the end of February.

4. In May, the principal will prepare a recommendation to the council on a schedule for the coming school year including changes (if any). The principal’s recommendation may include more than one option.

5. The council will consider the principal’s recommendations and adopt a schedule in time to implement our Staff and Student Assignment Policies.

**POLICY EVALUATION**
We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: _5/23/12____

Date Reviewed or Revised: _2/25/15____ Council Chairperson’s Initials _MG____

Date Reviewed or Revised: ______ Council Chairperson’s Initials ______
New Haven Elementary
School Space Use Policy

Criteria for assigning school space

The principal will assign the use of school space during the school day in a manner that will:

1. Take each student’s developmental needs into account.
2. Facilitate the implementation of our School Improvement Plan.
3. Maximize staff opportunities for sharing resources, mentoring, and collaborating with teachers and students of similar grade levels, subject areas, or collaborative groups for consecutive years.

Classroom Space Assignments

To assign classroom space, the principal will:

1. In March, invite all returning staff members to indicate their preference for continuing or changing classroom space assignments the next year.
2. In April, meet with any staff members whose requests may be difficult to grant to discuss reasons for the staff member’s interest, factors making it difficult to grant the requests, and possible solutions.
3. In May, assign classroom space based on the criteria in the first section of this policy and notify all staff members of their individual assignments.
4. In August, notify the council of how classroom space has been assigned.

Altering classroom space assignments

After assigning classroom space, the principal may alter those assignments:

1. When necessary to respond to unanticipated enrollment or staffing changes.
2. When the principal and affected teachers agree that a change is needed.
3. When the council changes other policies or the School Improvement Plan and recognizes in the minutes that those changes may require space use changes that cannot be put off until the next school year.

**Assignments of non-classroom space**

For non-classroom space, the principal will make decisions based on the criteria in the first section of this policy after consulting with staff members who work or will work in any space affected by change from existing arrangements.

**Policy Evaluation**

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: __5/23/12__

Date Reviewed or Revised: __4/21/15__  Council Chairperson’s Initials _MG_

Date Reviewed or Revised: ______  Council Chairperson’s Initials ______
ALIGNMENT NEEDS ASSESSMENT

Our yearly School Improvement Planning process will include:

- An analysis of our State Assessment data and other school data as necessary to discover the extent to which our students are meeting state standards and our programs are aligned with state standards.

- Systematic work to discover and correct the causes of and barriers to high performance by all students and the movement of students toward our goals.

- A revision of our School Improvement Plan based on our needs assessment data for that year. Our Plan will set Goals and address any indicated alignment issues to help move our students to state standards according to the timetable established by the Kentucky Board of Education.

We will implement this process to address our alignment with state standards and the resulting plan will be monitored by the council through ongoing implementation and impact checks.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: _5/23/12____

Date Reviewed or Revised: __1/28/15___ Council Chairperson’s Initials _MG___

Date Reviewed or Revised: ______ Council Chairperson’s Initials ______
Criteria for Student assignment to classes and programs

The principal (or principal's designee) will assign students to classes and programs in a manner that will:

1. Take each student's developmental needs into account.
2. Facilitate the Implementation of our School Improvement Plan.
3. Prepare all students to be ready for college level work during their high school careers.
4. Take into consideration requests based on student need made within the given timeframe specified by the principal each year. Requests will be considered, but may not be honored given the need for a balanced mixture, amount of requests received, and class size.
5. Support the goal of not exceeding the state class size cap except under the following circumstances:
   a. Temporary exceptions in order to provide an appropriate assignment to a student newly enrolled in the school.
   b. Permanent exceptions made after meeting with all the teachers for the appropriate student level and topics to discuss student needs and possible solutions and after determining that no reasonable alternative will meet the student's needs.

Primary assignments (ELEMENTARY)

In April, the primary teachers will meet together to develop recommended class groupings for the next year using classroom observations of current students and any available data on pre-registered new students. Each grouping will include students performing at a variety of levels. No student will be placed in a group or kept out of a group based on age. Individual students will be placed to help each one make continuous progress.

In May, the principal (or principal's designee) will consider those recommendations before making final assignments of current students and will also assign students who enter the school after the recommendations are complete.

Intermediate assignments (ELEMENTARY)

In April, teachers in each grade will meet to recommend groups for their students for the next school year. The recommendations will fit the standards for student assignment listed in the first section of this policy.
and also ensure multi-ability classrooms. The principal (or principal’s designee) will assign students who enter the school after the recommendations are complete.

By the first week of August, the principal (or principal’s designee) will decide on final assignments for the next year and notify parents. The decisions will meet the criteria for student assignment listed in the first section of this policy, provide multi-ability classrooms, and give thoughtful consideration to the recommendations made by the teachers.

**POLICY EVALUATION**
We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: _5/23/12____

Date Reviewed or Revised: _5/25/15__  Council Chairperson’s Initials _MG____

Date Reviewed or Revised: ______  Council Chairperson’s Initials ______
TECHNOLOGY USE NEEDS ASSESSMENT
Our School Improvement Planning process will include:

· An analysis of our KPREP data and other school data as necessary to discover the extent to which our students are meeting state standards.

· Systematic work to discover and correct the causes of and barriers to high performance and the extent to which technology utilization is a factor.

· A revision of our School Improvement Plan based on our needs assessment data for that year. The Plan will set goals and will address contributing technology issues and methods to improved technology use (if necessary) to help move our students to state standards according to the time table established by the Kentucky Board of Education.

We will implement this proves to address technology utilization and barriers, and the resulting Plan will be monitored by the council through ongoing Implementation and Impact Checks.

ACCEPTABLE USE
Each year all students will be required to sign and date an Acceptable Use Policy in order to have access to school computers. This policy is attached and considered part of this Technology Utilization Policy approved by the council.

All students will be required to sign and date the (BYOT) Bring Your Own Technology (once – in their elementary schooling). The policy is attached and considered part of the Technology Utilization Policy approved by the council.

ATTACHMENTS
Acceptable Use Policy
Bring your Own Technology Policy

POLICY EVALUATION
We will evaluate the effectiveness of this policy through our School Improvement Planning Planning Process.

Date Adopted: _5/23/12_____
Date Reviewed or Revised: ___1/28/15_________ Council Chairperson’s Initials ___MG____
Date Reviewed or Revised: _______________ Council Chairperson’s Initials ________
NEW HAVEN ELEMENTARY
WELLNESS POLICY
(Primary to Grade 5)

Our Practical Living Curriculum shall address the full core content, including health, consumerism, career studies, and physical education. The rest of our curriculum shall reflect integrated concern for wellness, including connections to science, social studies, and other subjects.

Physical Activity Plan
All students shall participate in moderate to vigorous physical activity each day, as follows:
1. Each student shall participate in physical education once during a Unified Arts rotation.
2. Each student shall have at least 20 minutes a day of supervised physical activity time. Weather permitting, physical activity, will occur outdoors as often as possible and teachers will encourage the students to engage in moderate to vigorous activity. The school shall provide space and equipment to make that activity possible and appealing to students.
3. Teachers shall make reasonable efforts to avoid periods of more than thirty minutes when students are physically inactive. When possible, physical activity/movement should be integrated into learning activities. When that is not possible, students should be given periodic breaks during which they are encouraged to stand and be moderately active.
4. Appropriate accommodations shall be made for students with special needs, as required by law and sound professional judgment.
5. Administration or designee may exercise the decision to select the activity students participate in due to lack of following school PBIS guidelines.

Assessment Tool
Our school shall assess students’ level of physical activity once a year. The results of the assessment shall be communicated to the students verbally, and strategies given for students to improve their fitness level during various physical units.

Nutrition Plan
Our school shall encourage healthy choices among students using the following methods:
1. Implementing the nutritional standards required by federal and state laws and regulations, which apply to our food program and to the other food and beverages available during the school day.
   a. Food/Snacks served during the school day or in after-school care, extra-curricular activities, or enrichment activities will make a positive contribution to children’s diet and health. Candy and high sugar and/or high fat content foods will not be permitted during the day for snacks or rewards. This is
NOT intended to limit the occasional celebration, but to eliminate the daily use of candy, etc. as
snacks and rewards.

b. Emphasis will be placed on providing healthier selections that can be made from, but not
limited to the following selections: fruits, vegetables, whole grains, water, and 100% juice.

**Policy Implementation**
The provision of this policy shall be implemented to comply with provisions required by federal law,
state law, or local board policy. If any specific requirement above does not fit with those rules, the
principal shall notify the council so that the policy can be amended to fit.

When a student requires physical, nutritional, personal, and/or mental/social/emotional health
accommodations beyond the teacher's regular classroom procedures; parents will contact the
teacher. If needed, a consultation with the school nurse, counselor, or other professional can be
initiated.

The SBDM committee shall share this policy with the Kentucky Department of Education when they
ask for this information.

**Policy Evaluation**
We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: _05/2012____
Date Reviewed or Revised: _04/2015____ Council Chairperson’s Initials __MG__
Date Reviewed or Revised: _1/17/2017_____ Council Chairperson’s Initials __MG__
Date Reviewed or Revised: _1/16/2018_ Council Chairperson’s Initials MG
**Commitment**

This *Determination of a Writing Program* for New Haven Elementary ensures that writing in all subject areas will be used to demonstrate learning. New Haven Elementary School believes that writing is a necessary communication skill for all students and that writing will be authentically taught and practiced.

**CRITERIA**

1) All students shall be provided multiple opportunities to develop communication skills through writing and shall be allowed student choice and exploration.

To ensure this…

<table>
<thead>
<tr>
<th>All teachers will…</th>
<th>All students will…</th>
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<tbody>
<tr>
<td>● Ensure curriculum is vertically and horizontally aligned to the Kentucky Academic Standards.</td>
<td>● Write to learn, write to demonstrate learning, and write for publication.</td>
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<tr>
<td>● Intentionally schedule time within the instructional day for writing instruction and experiences.</td>
<td>● Write for a variety of purposes and audiences.</td>
</tr>
<tr>
<td>● Provide opportunity on a regular basis for authentic and meaningful writing (both on-demand and writing over time situations).</td>
<td>● Write to reveal ownership and independent thinking.</td>
</tr>
<tr>
<td>● Provide consistent and timely feedback (<em>through conferring</em>) throughout the writing process to guide and improve students’ writing skills.</td>
<td>● Write in a way to use individual experiences.</td>
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</tbody>
</table>
- Model the writing process at all grade levels: (rehearsing/planning, drafting, revising, editing, publishing, and reflecting upon writing)

- Experience the writing process at all grade levels: (rehearsing/planning, drafting, revising, editing, publishing, and reflecting upon writing)

- Provide opportunities to write in both on-demand and writing over time situations

- Experience writing in both on-demand and writing over time situations

- Apply appropriate writing skills to oral communication

2) A variety of language resources are embedded within writing instruction that allow students to read and analyze a variety of print and non-print materials.

<table>
<thead>
<tr>
<th>All teachers will...</th>
<th>All students will...</th>
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</table>
| ● Model appropriate resources for writing with different audiences such as (but not limited to):
  ● The use of personal interviews in Social Studies;
  ● Observations in Science,
  ● Graphics in Math,
  ● Print materials, Multimedia or
  ● Photographs in Reading. | ● Learn about and use appropriate resources for writing. |

| ● Incorporate a variety of genres including literary, opinion/argumentative, informational and practical materials across all content areas. | |

| ● Use instructional strategies and models that assist in achieving specific learning targets including:
  ○ Differentiated strategies that make instruction accessible to all students.
  ○ Writing Workshop
  ○ Exemplars to use as models for writing (for example: vertical paragraph expectations)
  ○ Utilize 6 Traits & KCAS Vocabulary | |

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3) Students will be provided and use technological tools in the writing process.

<table>
<thead>
<tr>
<th>All teachers will...</th>
<th>All students will...</th>
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<tbody>
<tr>
<td>• Model and use appropriate technological tools and resources for writing.</td>
<td>• Learn about and use appropriate technological tools and resources for writing.</td>
</tr>
<tr>
<td>• Provide opportunities for students to evaluate or communicate using critical thinking skills <em>(for example: Peer Collaboration through Google Docs / Responses to News Quiz, SeeSaw or Mystery Science)</em>.</td>
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</tr>
<tr>
<td>• Provide opportunities to use technological tools to seek a new or deeper understanding based on inquiry around a topic.</td>
<td>• Seek a new or deeper understanding based on inquiry around a topic using technological tools.</td>
</tr>
<tr>
<td>• Provide opportunities to demonstrate new understanding through collaborating, creating, and making global connections using technological tools.</td>
<td>• Demonstrate new understanding through collaborating, creating and making global connections. <em>(for example: through Webinars or Skype Sessions)</em></td>
</tr>
</tbody>
</table>

**POLICY EVALUATION**

New Haven Elementary’s SBDM council shall annually review the effectiveness of the school’s writing program. This data shall be included as part of the improvement planning process.

Date Adopted: _10/18/05____
Date Reviewed or Revised: _6/24/15_____ Council Chairperson’s Initials _MG____
Date Reviewed or Revised: ______ Council Chairperson’s Initials ______